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ABSTRACT

Forty-eight projects funded by the Elementary and Secondary Education Act Title III, and providing the funds to public school districts to demonstrate the feasibility of educational innovations, are the focus of this inventory of ESEA Title III projects for the State of Delaware, fiscal year 1974. Sixteen operating projects are described in Part I of this document, in terms of target population, objectives, activities, and findings up to date. Information pertaining to personnel, organization, target groups, and funding, along with narratives of program highlights and photos, are also provided. Part II describes two U.S. Office of Education funded projects said to hold promise for making a substantial contribution to the solution of critical educational problems. Thirteen projects terminated in fiscal year 1973 are described and accompanied by evaluation findings in Part III. Part III also includes nineteen projects terminated prior to fiscal 1973 depicted in an information-chart form. A Project Index (by subject) along with a map of project sites and an on-site visitation form are included. Five school districts, recipients of special honors and awards on a national level, are listed with their project title, director, and awards. (AM)

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AN INVENTORY OF ESEA TITLE III PROJECTS

FY 1974

By JOHN S. WATSON
Supervisor, ESEA Title III
(Program Development and Dissemination)

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July 1974

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FOREWORD

The goal of Title III of the Elementary and Secondary Education Act of 1965 in Delaware is to stimulate new and improved educational practices and to determine their effectiveness. Local educational agencies are encouraged and supported in their efforts to develop and introduce innovative programs, demonstrate worthwhile practices, and utilize research to resolve critical educational problems.

A major thrust of ESEA Title III is to encourage, through demonstration, the adoption of innovative and exemplary programs. Thus, it is important to disseminate information which will create an awareness and widespread knowledge of these programs.

Communication is basic to the acceptance of change, not only in the educational community but in each school community of our State. If, in reading the following pages, you see a possible answer to one of your own educational needs, you are urged to contact, visit, and communicate with the educator involved. If you feel you have a promising program, please share your experiences with us.

Kenneth C. Madden
State Superintendent
Delaware Department of
Public Instruction

INTRODUCTION

This publication sets forth the manner in which Delaware has utilized ESEA Title III funds.

Creative thinking and educational know-how have been combined by Delaware educators in planning and implementing the projects described in this booklet. Title III of the Elementary and Secondary Education Act of 1965 (Public Law 89-10, as amended) was designed to be used specifically for innovative and exemplary programs. Title III in Delaware is specifically concerned with improving the quality of education in the State's schools where a need is documented. Emphasis is on the creative approach to meet critical educational needs of the State.

Innovations developed and demonstrated in these projects are already bringing about wide-ranging improvements in the educational experiences of the children of Delaware and hold the promise of expanding educational change, development, and progress in future years.

Abstracts of sixteen (16) current projects and thirty-two (32) terminated projects are held within.

The cover, indicating that ESEA Title III is the key to creativity in education, was designed by Joan L. Badman, art teacher at the Allen Frear Elementary School in the Caesar Rodney School District.

DELAWARE'S ESEA TITLE III AWARD WINNERS

It would seem most appropriate to devote a section of this booklet to local school districts who have, through the operation of excellent ESEA Title III projects, distinguished themselves on a national level and helped place Delaware in a position of educational prominence.

School districts that have received such honors and awards are:

District	Project Title & Director	Award
Appoquinimink	"Occupational Science" Mrs. Jacqueline Root	Chosen by the President's National Advisory Council to be featured in the World of Work magazine (1972).
Milford	"The Sea Beside Us" Dr. Maura L. Geens	Selected as one of the 42 most innovative and exemplary ESEA Title III projects in the nation by the President's National Advisory Council (1971).
Mount Pleasant	"Decision Making Through Inquiry" Mrs. Lucille K. Sherman	Recipient of "Pacemakers" Award as a project that has met national validation criteria established by BESE, DPSC, NASACC, PNAC, and federal and state ESEA Title III representatives (1973). Project was featured in a program at the Smithsonian Institute, Washington, D. C. (1972).
New Castle-Gunning Bedford	"Environmental Laboratory" Mr. Hess G. Wilson Mr. Roger L. Daum, Coor.	Recipient of "Pacemakers" Award as a project that has met national validation criteria established by BESE, DPSC, NASACC, PNAC, and federal and state ESEA Title III representatives (1973).
Wilmington	"Visual Imagery" Mr. Major T. Hairston Mrs. Muriel Cooper, Coor.	Selected by ERIC Clearinghouse as one of seven exemplary case study projects on Educational Media & Technology to be presented at Stanford University. Featured project in Nation's Schools magazine (1972-73).

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PART I

ESEA TITLE III OPERATING PROJECTS
FY 1974

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ESEA TITLE III OPERATING PROJECTS
FY 1974

On the succeeding pages are descriptions of the sixteen (16) ESEA Title III projects that have operated during Fiscal Year 1974 in the State of Delaware.

Of the sixteen, four have phased out of operation with federal funds as of June 30, 1974, and will be carried on in whole or in part using local funds; six have completed their second year of operation; and six have completed their initial year of funding.

Each project is described in terms of its target population, objectives, activites, and findings to date. Basic information concerning personnel, organization, target groups, and funding is found in the left-hand column. A narrative describing program highlights and more detailed program information, including a pertinent photograph, completes the program monograph.

Additional information can be obtained by contacting the project director or the ESEA Title III office.

Appoquinimink School District

THE DIAGNOSTIC-PRESCRIPTIVE SPECIALIST

SUPERINTENDENT
Mr. William B. Keene
Appoquinimink School Dist.
Main Street, Box 306
Odessa, Delaware 19730

PROJECT DIRECTOR
Mr. William E. Groves
Phone: 302-378-9845, Ext. 76

PROJECT AREA
Appoquinimink School Dist.

OBJECTIVE
- To provide programming for exceptional children through in-depth educational diagnosis and prescription development.

ACTIVITIES
Collection and summary of baseline data on each child; identification of strengths and weaknesses; selection and preparation of individualized materials; demonstration teaching; prescriptive reports to teachers; follow-up studies on each child.

PROJECT PERSONNEL
Project Director (PT)
Diagnostic-Prescriptive Specialist (FT)
Instructional Aide (PT)

ESEA TITLE III GRANT
fy74 - $21,340*

STUDENTS BENEFITED
Grades 1-8...135

The purpose of this project is to strengthen the district's model for mainstreaming exceptional children by providing in-depth educational diagnosis and individualized program development by a diagnostic-prescriptive specialist. This person gathers and summarizes baseline data on each child referred for service, assesses strengths and weaknesses, selects and prepares instructional materials for precise remediation, submits prescriptive reports to classroom teachers, and conducts follow-up studies for adjustment of programs.

A variety of diagnostic instruments and individualized materials have been purchased for use by the diagnostic-prescriptive specialist and teachers working with exceptional children. Project funds also support salaries of the diagnostic-prescriptive specialist and one instructional aide.

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* Includes fy73 Impounded funds

Appoquinimink School District

MOTIVATION AND CHANGE THROUGH SIMULATION GAMES

SUPERINTENDENT
Mr. William B. Keene
Appoquinimink School Dist.
Main Street, Box 306
Odessa, Delaware 19730

PROJECT DIRECTOR
Mr. John J. Morgan
Phone: 302-378-9845, Ext. 77

PROJECT AREA
Appoquinimink School Dist.

OBJECTIVES
- To increase social studies skills and knowledge.
- To develop positive attitudes about the social studies through the use of educational simulation.

ACTIVITIES
Simulation construction; pilot testing; teacher workshops

PROJECT PERSONNEL
Project Director (PT)
Teachers (2-PT)
Clerk-typist (PT)

ESEA TITLE III GRANTS
fy72 - $ 7,500
fy73 - $ 8,500
fy74 - $10,880*

STUDENTS BENEFITED
Grades 5-6...412

The purpose of "Motivation and Change Through Simulation Games" is to create, test, and disseminate information on the use of educational simulations.

The staff spent the first two years of the project creating a series of educational simulations which were piloted in the 5th and 6th grades of the Redding Middle School.

The major thrust of the project's third year was dissemination of simulation techniques. The staff conducted educational simulation workshops with teachers in various school districts in and near Delaware. Four individual workshops were offered:

Why: Simulation and the New Social Studies
Why: Simulation as a Response to a Curriculum Problem
How: Eleven Steps for Designing an Educational Simulation
How: Do's and Dont's of Simulation Design.

The project maintains a simulation library for teachers containing over 75 simulations and much material regarding simulations and their use.

* Includes fy73 Impounded funds

Caesar Rodney School District

TREAT - TRAVEL AND RESEARCH FOR THE EXCEPTIONAL ACADEMICALLY TALENTED

SUPERINTENDENT
Mr. F. Niel Postlethwait
Caesar Rodney School Dist.
Old North Rd., Box 138
Camden-Wyoming, Delaware 19934

PROJECT DIRECTOR
Mr. Thomas Pledgie
Phone: 302-674-9080

PROJECT AREA
Caesar Rodney School Dist.

OBJECTIVES
- To stimulate individual interest.
- To provide an enriched background.
- To nurture personal responsibility and leadership qualities.

ACTIVITIES
Classroom and field experiences associated with locally developed mini-course curriculum.

PROJECT PERSONNEL
Project Director (PT)
Teachers (14-PT)
Librarian (PT)
Secretary (PT)
Nurse (PT)

ESEA TITLE III GRANT
fy74 - $31,000*

STUDENTS BENEFITED
Grades 1-6...150

The Caesar Rodney School District is vitally concerned with the individual needs of all students. Dedicated philosophically to heterogeneous grouping of elementary students, but also realistic to the special needs of our superior students, the district has undertaken the creation of a special summer enrichment program. The six-week summer session offers an enrichment program consisting of a mini-course curriculum based upon numerous topics of high interest and at an appropriate instructional level. Classroom organization is on a two-grade basis allowing for greater curriculum and staffing flexibility. Students have the opportunity to select several courses of study during the session.

Approximately 5% of the student population is selected for inclusion in the project based upon meeting the following criteria:

1. I.Q. base line cut-off of 118 on the Otis Lennon
2. Superior performance on standardized achievement tests
3. Minimal score on the Superior Student Identification Scale
4. Teacher and principal recommendation
5. High student and parent interest in the program.

The first year of ESEA Title III funding was a period of initial organization of personnel, resources, and curriculum. The experience gained from fy74 has led to a refinement of program, an expansion of curriculum, and a better understanding of the needs and interests of our academically talented students.

* Includes fy73 Impounded funds

Capital School District

ESTABLISHING A DEVELOPMENTAL CURRICULUM FOR THE ORTHOPEDICALLY HANDICAPPED

SUPERINTENDENT
Dr. Edward M. Powell
Capital School Dist.
945 Forrest Street
Dover, Delaware 19901

PROJECT SUPERVISORY TEAM
Mr. Melville Warren
Phone: 302-678-1560
Dr. Edward Dillon
Phone: 302-678-4667
Mrs. Jean W. Beard
Phone: 302-658-8050
Mrs. Ann Gleeson
Phone: 302-678-4741
Mr. Robert S. Hall
Phone: 302-678-1560
Dr. Henry Stroud
Phone: 302-571-1000

PROJECT AREA
Statewide

OBJECTIVES
To develop, demonstrate, and disseminate a developmentally-based preschool curriculum for the orthopedic child.

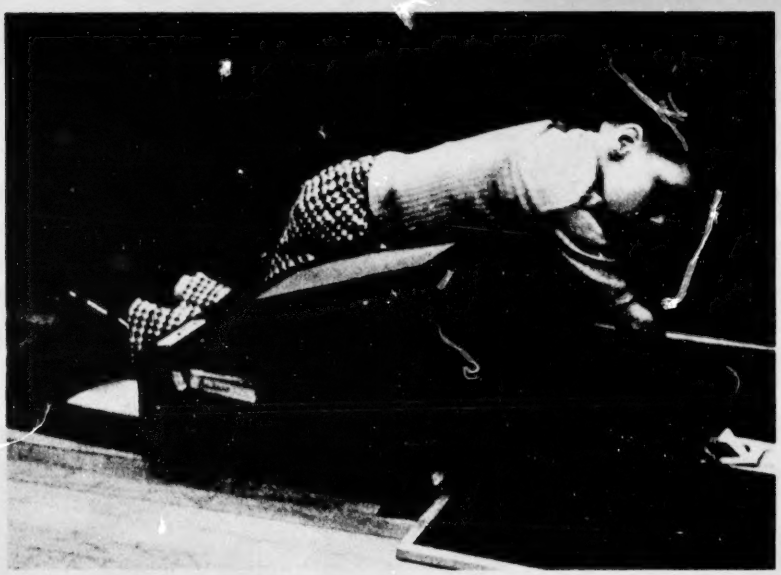
ACTIVITIES
Curriculum development; validation; dissemination

PROJECT PERSONNEL
Preschool Teachers (3)
Physical, Occupational and Speech Therapists (5)
Teacher Aides (3)
Attendants (3)
Media Technician
Media Aide
Secretary

ESEA TITLE III GRANT
fy73 - $40,000
fy74 - $50,500*

STUDENTS BENEFITED
Ortho. Handicapped...230

* Includes fy73 Impounded funds



Primitive reflexes in normal children disappear, or else become integrated into higher level skills, at appropriate times within the first six months of age. In certain physical handicaps, however, (particularly those with cerebral palsy) reflex activity frequently persists beyond the average time and residuals of the primitive reflexes may, indeed, be found well into the teenage years. If optimal learning is to occur, a thorough effort must be made to eliminate, or inhibit, these reflexes as completely and as soon as possible.

The present statewide project demonstrates how this challenge can be met effectively in the educational program by providing:

- a criterion referenced developmental educational profile which inventories the basic information processes systematically from infancy to the secondary level;
- a basic multi-media curriculum guide which details sound principles and methods of physical handling and posturing to inhibit the residual infantile reflexes which may interfere with the ability to process information in the learning situation;
- a validated child service model which shows how to implement a comprehensive interdisciplinary program delivery system at the preschool level.

De La Warr School District

DEVELOPMENTAL GUIDANCE: PREVENTION REPLACES CORRECTION

SUPERINTENDENT
Mr. Laurence Hopp
De La Warr School Dist.
Chase Ave., Garfield Park
New Castle, Delaware 19720

PROJECT DIRECTOR
Mr. Clifton Hutton
Phone: 302-658-8058, Ext. 238

PROJECT AREA
De La Warr School Dist.

OBJECTIVE
- To build within pupils and the adults in their lives acceptance and understanding of self and others.

ACTIVITIES
Counseling individual children; small group counseling; developing classroom guidance activities; using DUSO kits; resource person to the teacher.

PROJECT PERSONNEL
Project Coordinator/Counselor
Counselors (2)
Secretary (PT)

ESEA TITLE III GRANTS
fy73 - $57,000
fy74 - $59,000*

STUDENTS BENEFITED
Grades K-4...1,533

The goal of this project is to prevent crisis situations by establishing a developmental guidance program in the elementary schools. The program is aimed at developing a good self concept by promoting the understanding of self and others. Activities are designed to help students to adjust to their environment by fostering good relationships in the home, school, and community.

School activities include large group guidance procedures in the classroom, small group counseling, and individual counseling. Regular classroom teachers are urged to use guidance and counseling techniques as part of their daily routine.

In addition to regular program activities, summer workshops provide parents and teachers with an opportunity to become familiar with counseling and guidance techniques. Parents are also invited to participate in child study groups which meet in the evening. During the second year of the program, an attempt was made to train para-counselors to assume some of the guidance responsibilities of school counselors. This program appears to be successful. The use of the project site as a training center for para-counselors as well as a site for practicum work for students from the University of Delaware has increased the impact of the program tremendously.

* Includes fy73 Impounded funds

Indian River School District

PROJECT AID

SUPERINTENDENT
Mr. James M. Proudfoot
Indian River School Dist.
R.D.#2, Box 236
Frankford, Delaware 19945

PROJECT DIRECTOR
Mrs. Linda G. Hudson
Phone: 302-539-7887

PROJECT AREA
Lord Baltimore Elem. School

OBJECTIVES
- Project students will demonstrate at least an 80% mastery of the reading competency areas not mastered at the beginning of the school year.
- Project students will demonstrate at least an 80% mastery of the math competency areas not mastered at the beginning of the school year.
- Instructional activities to reinforce the student's mastery of the reading and math skill areas will be implemented throughout the school year by the Project AID staff.

ACTIVITIES
Individual diagnosis of needs in reading and math; individual prescriptions for learning; individually presented learning activities; career-oriented activities; home visitations; teacher and parent praise to improve pupil attitude.

PROJECT PERSONNEL
Project Director/Teacher
Project Teacher

ESEA TITLE III GRANTS
fy73 - $20,000
fy74 - $18,795*

STUDENTS BENEFITED
Grades 4-6...40

Project AID is a program designed to remove 4th, 5th and 6th grade students from the potential dropout category. Forty students identified as potential dropouts participate in a learning lab for approximately three hours each day. During this time, the children are involved in individually prescribed learning activities which are diagnostic and remedial in reading and math.

The learning lab consists of equipment and materials which provide: every-pupil participation, every-pupil response, self-checking, and self-correcting techniques. These are used at listening stations with taped cassette programs accompanied by pupil response sheets with multi-level, multi-interest, and multi-media materials. The children also participate in career oriented activities which reinforce their reading and math skills.

During the rest of the school day, these students return to the regular afternoon school program which includes social studies and science. The project teachers use the balance of the day for a multitude of activities which include: planning, visiting homes, diagnosing individual needs, collecting and compiling data, testing plus overall responsibility.

* Includes fy73 Impounded funds

Laurel School District

TUTORIAL "HELPER PRINCIPLE" PROGRAM

SUPERINTENDENT
Mr. Robert W. Hupp
Laurel School Dist.
815 Central Avenue
Laurel, Delaware 19956

PROJECT DIRECTOR
Mr. Reid Williamson
Phone: 302-875-2602

PROJECT AREA
Laurel School Dist.

OBJECTIVES
- To improve reading vocabulary and comprehension achievement of grade 10-12 tutors and grade 5-6 pupils.
- To improve written expression of both groups.
- To improve learning and reading, self-concept, and sense of control of environment achievement of both groups.

ACTIVITIES
Pre-post testing; training of tutors; tutor-pupil interaction; field trip (to Williamsburg, Virginia); reaction to trip.

PROJECT PERSONNEL
Project Director
Teacher-Trainer

ESEA TITLE III GRANTS
fy72 - $10,000
fy73 - $10,000
fy74 - $ 8,655*

STUDENTS BENEFITED
Grades 5-6...60 pupils
Grades 10-12...40 tutors

The Tutorial "Helper Principle" Program is a youth-tutoring youth experiment. During school time, volunteer 10th to 12th grade students tutor volunteer 5th and 6th graders in reading and written expression.

Tutors are trained for two weeks in the use of materials and equipment and are supervised and counseled on a day-to-day basis by the project teacher. After training, the tutors work with their pupils one period each day for one semester. Usually the pupil-tutor ratio is one-to-one or two-to-one.

A pre-post test, control group design, will measure differences in reading achievement, written expression, and attitudes toward reading and learning, self-concept, and control of environment.

* Includes fy73 Impounded funds

Marshallton-McKean School District

FIELD EXPERIENCES FOR THE ACADEMICALLY TALENTED

SUPERINTENDENT
Dr. Richard A. Linett
Marshallton-McKean School Dist.
1703 School Lane
Wilmington, Delaware 19808

PROJECT DIRECTOR
Mr. Rodney Hammett
Phone: 302-994-2561

PROJECT AREA
Marshallton-McKean School Dist. and adjacent areas

OBJECTIVES
- To improve students' knowledge of an occupational area.
- To improve students' skills in making rational career decisions

ACTIVITIES
Screening and placement; job experience; follow-up and evaluation.

PROJECT PERSONNEL
Project Director

ESEA TITLE III GRANTS
fy72 - $12,500
fy73 - $ 9,000
fy74 - $11,000*

STUDENTS BENEFITED
Grades 11-12...20-40

Field Experiences for the Academically Talented" is a project designed to provide 20-40 junior and senior students with a job related to their career or academic interests. This experience, hopefully, will provide a sound basis on which young people can make career decisions.

Participants in the program must express an interest in investigating a career possibility. Students are selected after an interview with the project director and/or on the recommendations of guidance counselors and classroom teachers.

Placement locations are extremely varied. Once a qualified student expresses a sincere interest in obtaining work experience, every attempt is made to secure the temporary position in whatever field the applicant chooses.

Time schedules on the job vary from several hours a week of non-school time to daily intensive, on-the-job experience. The schedule arrived at for any individual is determined jointly by the student, his parents, and the employer.

* Includes fy73 Impounded funds

Milford School District

EXPERIMENTAL PROGRAM FOR THE EDUCATIONALLY HANDICAPPED

SUPERINTENDENT
Dr. Charles A. McLaughlin
Milford School Dist.
906 Lakeview Avenue
Milford, Delaware 19963

PROJECT DIRECTOR
Mr. Gary Wray
Phone: 302-462-9651

PROJECT AREA
Milford School Dist.

OBJECTIVES
- To improve students' attendance in school and class.
- To improve students' attitude toward continuing in school.
- To improve students' classwork in terms of working up to ability and comprehending key concepts in various subject areas.
- To improve the rate of gain in reading (comprehension and word recognition), mathematics concepts, and general knowledge of project students.

ACTIVITIES
Individual and small group supportive and incentive instruction; counseling sessions; testing program.

PROJECT PERSONNEL
Project Director
Teacher
Guidance Counselors (4)

ESEA TITLE III GRANTS
fy73 - $12,000
fy74 - $17,500*

STUDENTS BENEFITED
Grades 9-12...30

The Experimental Program for the Educationally Handicapped project is Milford's initial effort in the development of a special education program on the high school level. Thirty students previously identified as EMR, SEM, SL or LD participate in the program.

Students are scheduled to meet with the resource teacher for at least one class period per day. Following the instructional period(s), the student returns to his regular classroom schedule.

Using data compiled from reports from the regular classroom teacher, the guidance counselors, and his own testing results, the resource teacher plans an individual program of instruction for each student. Emphasis is in the areas of mathematics and reading. Information regarding the students' performance is communicated back to the regular classroom teacher.

The primary goal of the program is to enable the EPEH students to perform satisfactorily in the regular classroom with a minimum of resource assistance.

* Includes fy73 Impounded funds

New Castle County Vocational-Technical School District

RACE - READING TO ADVANCE CAREER EXCELLENCE

SUPERINTENDENT
Mr. Harry C. Stephan
New Castle County Vocational-
Technical School District
1417 Newport Road
Wilmington, Delaware 19804

PROJECT DIRECTOR
Dr. Ann Houseman
Phone: 302-999-9911

PROJECT AREA
Delcastle Technical High School

OBJECTIVE
- To assist individual students to read at a level commensurate with their capacity and prepare them to handle their required vocational and academic reading.

ACTIVITIES
Student participation in a reading center using varied materials determined by performance on criterion based tests; diagnostic services provided for English and shop teachers; a team teaching approach developed with reading, English and shop instructors.

PROJECT PERSONNEL
Project Director
Reading Teacher

ESEA TITLE III GRANT
fy74 - $25,000

STUDENTS BENEFITED
Grades 10-12...100

Reading to Advance Career Excellence is a project designed to improve vocational reading skills through an individualized program of reading instruction.

A reading center supplied with a variety of materials, some technologically presented, has been located near the academic wing of the high school.

The reading staff, in cooperation with the English and vocational departments, has provided diagnostic services for an experimental group of 10th and 11th graders, and has developed for each student programs in word recognition, vocabulary development, comprehension skills, inferential reasoning, study skills, and rapid reading.

The center is now expanding into the use of shop materials and films on topics including use of a ruler and learning the metric system.

The center and staff are developing the capacity to provide a truly eclectic approach to the teaching of reading. A team teaching approach utilizing shop, English, and reading instructors should provide the opportunity for sharing of professional expertise and the capacity to develop student centered materials. Research is also being conducted in the use of criterion based tests such as cloze passages, word recognition lists of technical terms, and shop demonstration tasks.

New Castle-Gunning Bedford School District

DEMONSTRATION-LABORATORY CLASSROOM

SUPERINTENDENT
Mr. Ray W. Christian
New Castle-Gunning Bedford
School District
Blount Road
New Castle, Delaware 19720

PROJECT DIRECTOR
Mr. Meredith Roberts
Phone: 302-328-7235

PROJECT COORDINATOR
Mr. Hess G. Wilson
Phone: 302-328-7572

PROJECT AREA
New Castle-Gunning Bedford
School District

OBJECTIVES
- To familiarize elementary school teachers with individualized instructional techniques and procedures.
- To establish demonstration laboratory classrooms throughout the seven elementary schools of the district.
- To improve pupils' attitude toward self and school.

ACTIVITIES
Workshops; classroom visitations; student contracts; administration of indexes, tests, and inventories; and a volunteer helper program.

PROJECT PERSONNEL
Demonstration Teachers (7)
Substitute Teachers (3-PT)
Clerical Aide (PT)

ESEA TITLE III GRANTS
fy73 - $ 8,700
fy74 - $30,000*

STUDENTS BENEFITED
Grades K-4...210

The Demonstration-Laboratory Classroom project operated at the Wilmington Manor Elementary School during 1972-73 and was expanded to include three other elementary schools of the New Castle-Gunning Bedford School District during 1973-74.

Each demonstration center is established during the summer and students are assigned to these classrooms for the following school year. Each room is comprised of many learning centers which the students utilize in their daily learning activities. The students are taught on an individualized basis with the demonstration teacher assuming the role of a guide rather than that of the traditional, authoritarian classroom figure. The students accept much of the responsibility for their learning, establish their daily schedule of activities, and use their talents to aid other students needing help.

Substitute teachers are hired through project funds to release elementary school teachers throughout the district for a day of visitation and participation in the demonstration classrooms. In this way, knowledge of individualized and personalized teaching strategies are disseminated to teachers throughout the New Castle-Gunning Bedford School District. The project is aimed at demonstrating that individualized instruction is just as possible in schools and classrooms of traditional design as it is in more modern school facilities.

* Includes fy73 Impounded funds

Newark School District

CAREER EDUCATION: A MULTIDISCIPLINARY APPROACH UTILIZING CATV

SUPERINTENDENT
Dr. George V. Kirk
Newark School Dist.
83 East Main Street
Newark, Delaware 19711

PROJECT DIRECTOR
Mr. Craig L. Deidrick
Phone: 302-731-2338

PROJECT AREA
Newark School District

OBJECTIVES
- To teach marketable TV skills to students.
- To explore and develop CATV as a delivery system for educational programming.
- To disseminate ESEA Title III projects.
- To utilize community educational resources.
- To assist other schools utilize TV as an instructional medium.

ACTIVITIES
Conduct TV skill classes; conduct school and community surveys; develop slide-tape presentations; develop and distribute project brochures; train teachers in video techniques; operate a TV station

PROJECT PERSONNEL
Project Director
Project Coordinator
Teacher Aides (2)
Technician

ESEA TITLE III GRANT
fy74 - $40,700*

STUDENTS BENEFITED
Grades 9-12...40

Project CUBE (Cable Utilization By Education -- our fy75 title) brings together the elements of career education, the medium of CATV and community educational resources in order to explore and develop the potential of CATV as a viable delivery system for school and community oriented educational informational TV programming.

The heart of the project and the focal point of all activities is WNHS-CTV, a totally student operated TV station located at Newark High School. WNHS telecasts programs daily, following FCC regulations, to some 16,000 subscribers of Rollins Cablevision, to schools in New Castle County and to individual classes in Newark High School.

Numerous courses in TV and related fields are offered as part of the social studies, English, and fine arts programs. In all cases the emphasis is on hands-on practical learning activities which are a part of the daily operation of WNHS-CTV.

Students conceive, develop, produce and air educational programs for the community and schools. A library of educational video tapes is available to be shown at the request of any school via Rollins Cablevision.

Project staff and students are available to assist any school wishing to develop TV programming of any type.

* Includes fy73 Impounded funds

Newark School District

DELAWARE READING CENTER

SUPERINTENDENT
Dr. George V. Kirk
Newark School District
83 East Main Street
Newark, Delaware 19711

PROJECT DIRECTOR
Mrs. Barbara Tobia
Phone: 302-731-2336/7

PROJECT AREA
New Castle County

OBJECTIVE
- To raise the level of pupil performance in reading by providing classroom techniques for improving skills in the teaching of reading and the related language arts.

ACTIVITIES
Four-six weeks of intensive inservice work with a team of two teachers per school who have applied voluntarily for a field agent. Each cycle includes observation, demonstrations, teaching, planning and evaluation sessions in the schools and at the DRC.
A resource center containing curriculum and instructional materials in reading-language arts; workshops for teachers of New Castle County, when scheduling permits.

PROJECT PERSONNEL
Project Director
Field Agents (3)
Secretary

ESEA TITLE III GRANT
fy74 - $138,000*

STUDENTS BENEFITED
Grades 1-2...360

* Includes fy73 Impounded funds

The thrust of the Delaware Reading Center's efforts is an intensive inservice experience focused on reading-language arts, with a team of 1st or 2nd grade teachers who have voluntarily applied for the service. Each team consists of a participating teacher and an observing teacher.

A field agent from the DRC spends three-four days per week for four-six weeks working in the classroom of the participating teacher to develop more effective strategies in reading-language arts.

At the beginning of the cycle the team and field agent determine what the classroom needs are, and then set priorities. These priority needs or objectives become the focal points for development in the classroom.

During the cycle, the team participates in planning sessions, observation of field agent teaching demonstrations and evaluation sessions in the school, and workshops and meetings at the DRC.

After the cycle is completed, field agents visit each team for a follow-up visit once a month for a year to monitor activities in the classroom.

The DRC has established a Curriculum & Resources Center which houses teacher-made and publisher's materials as well as a professional library in reading-language arts. This room is open to any teacher, and materials may be borrowed.

Newark School District

LIVING STUDIES CENTER

SUPERINTENDENT
Dr. George V. Kirk
Newark School Dist.
83 East Main Street
Newark, Delaware 19711

PROJECT DIRECTOR
Mr. Willis A. Proctor
Phone: 302-731-2238

PROJECT AREA
Newark School Dist.

OBJECTIVES
- To improve the rate of gain in reading and science achievement as measured by the Iowa Test of Basic Skills.
- To reduce the rate of absenteeism.
- To increase the rate of task relevant behavior.
- To decrease the rate of unproductive, disruptive, and agressive behavior as measured by the Behavior Rating Scale.

ACTIVITIES
Development of study units; establishment of social vocational and academic skills through an individualized curriculum; direct, model and indirect experience activities.

PROJECT PERSONNEL
Project Director
Teachers (4)
Aides (4)
Secretary (PT)

ESEA TITLE III GRANTS
fy73 - $28,000
fy74 - $33,000*

STUDENTS BENEFITED
Grades 5-8...40

* Includes fy73 Impounded funds

The Newark Living Studies Center attempts to improve the quality of educational experience currently available to exceptional children at the middle school level. Of particular concern are youngsters who have been identified as potential dropouts. The long range goal of the program is to reduce the frequency of premature departures from school. Premature departure, in this context, refers to the withdrawal of a youngster whose school experience has contributed minimally to the social and occupational skills that will ultimately lead him to independence. Hence, the program goal is not simply a categorical reduction of the dropout rate, but rather an improvement in the relevancy of programming for children who show high risk of premature withdrawal.

The working hypothesis of the program is that as the curriculum becomes more relevant for the target population, observable changes in the behavior of the experimental group, as compared to two control groups, will occur.

The central activity of the Living Studies Center is the development of a dynamic curriculum based on high interest activities outside the conventional school environment.

Theoretically, the program extends the Premack Principle to make curriculum its own sufficient reinforcement; i.e., instead of using high interest activities to reinforce the occurrence of low interest activities, the program attempts to build "living studies" directly into the high interest activities themselves.

Wilmington School District

PARENT EARLY EDUCATION CENTER

SUPERINTENDENT
Dr. Earl C. Jackson, Sr.
Wilmington School Dist.
14th & Washington Streets
Wilmington, Delaware 19801

PROJECT DIRECTOR
Mr. Joseph L. Cobb
Phone: 302-429-7508, Ext. 7510

PROJECT AREA
Area served by Cedar Hill and Mary C. I. Williams Elementary Schools

OBJECTIVES
- To build the confidence and skills of parents in their ability to enhance the cognitive skills of their own children.
- To increase parent awareness of the importance of early stimulation and interaction.
- To ascertain and respond to expressed needs of parents participating in the Center's programs regarding child-rearing practices.

ACTIVITIES
In-home parent workshops with trained paraprofessional staff; child study groups run by Center or cooperating professionals; toy workshops; resource library

PROJECT PERSONNEL
Project Director (PT)
Project Coordinator (FT)
Materials Aide (PT)
Parent Visitors (7)
Clerk-Typist (FT)
Research Assistant (PT)

ESEA TITLE III GRANT
fy74 - $49,000*

PERSONS BENEFITED
Preschool...300
Parents ...100

* Includes fy73 Impounded funds

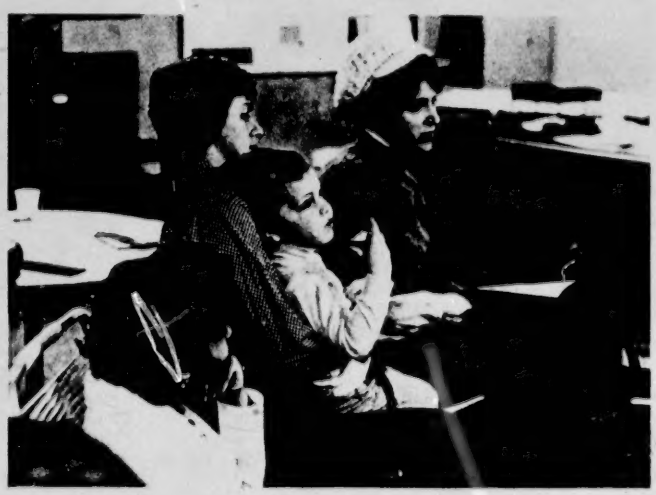
The major purpose of the Parent Early Education Center is to increase the confidence and skills of parents in their role as teachers of their own preschool age children (birth-kindergarten age). The expectation is that early cognitive development and eventual school achievement of young children will be enhanced, as will later school involvement on the part of the parent.

The services offered by the Center include a growing resource library about parenting, child development and activities for children, and a small toy loan center. Trained parent visitors work bi-weekly in the homes of about 70 parents to develop learning activities tailored to the individual parent-child relationship.

Training for the paraprofessional staff includes two weeks of preservice training plus five hours weekly. These sessions emphasize child development, activities workshops, access to community resources, and basic elements of human relations. Three credits in Child Development is being accorded by Wilmington College for the training sessions.

Nine six-week Child Study Groups have been offered by the Center's professional staff or cooperating professionals from the community, Mrs. Grace Cobb, Mrs. Marjorie Van Gulick, and parents from the Family Education Center. Four toy workshops have been given by the Center during the course of the year.

Future plans call for more Child Study Groups of longer duration, the development of a library of video tapes illustrating effective parent-child interaction, and broadened communication within the community.



Wilmington School District

SCHOOL AND COMMUNITY ADJUSTMENT PROGRAM

SUPERINTENDENT
Dr. Earl C. Jackson
Wilmington School District
14th & Washington Streets
Wilmington, Delaware 19801

PROJECT DIRECTOR
Mr. Herbert C. Norris
Phone: 302-429-7325

PROJECT AREA
Wilmington School Dist.

OBJECTIVES
- To increase students' involvement in the school and community.
- To improve self-concept.
- To increase basic academic skills.
- To reduce the rate of return of students to correctional facilities.

ACTIVITIES
A complete evaluation of personality and social environment based on psychological and educational testing to determine students' placement; development of curricula to meet the special needs of each student.

PROJECT PERSONNEL
Project Director
Project Teacher

ESEA TITLE III GRANTS
fy73 - $40,000
fy74 - $31,800*

STUDENTS BENEFITED
Grades 6-9...50

* Includes fy73 Impounded funds

Students in this program have been selected from youngsters returning to the public schools from Delaware's two training schools -- Ferris School for Boys and Woods Haven Kruse School for Girls. Students are also referred by the Family Court, Diocese of Wilmington Department of Education, Child Foundation of Delaware, and the Wilmington Public Schools.

The students returning to the public school program from the training schools have been identified as not ready for the transitional change into the regular school setting. The other students enrolled have been turned off by traditional school programs and have experienced difficulty in adjusting to regular classroom programs.

The working hypothesis of the program is to provide and improve the basic academic skills of students who have had past difficulty in adjusting to a regular school situation. When the student demonstrates that he possesses sufficient skills, he is transferred into the regular school setting where his educational and personal needs can be met.

Servicing of students can be placed in three phases:

Phase I....Liaison between students and correctional facility while students are still in custody.
Phase II...Diagnosis and placement of students in appropriate instructional programs.
Phase III..Development of a unit designed and staffed to serve as a half-way setting for students whose placement is in doubt.

PART II

USOE COMMISSIONER-FUNDED PROJECTS

USOE COMMISSIONER-FUNDED PROJECTS

An amendment to the Elementary and Secondary Education Act of 1965 authorizes the U. S. Commissioner of Education to use fifteen percent (15%) of the funds available to the states to fund special innovative and exemplary programs and projects which hold promise of making a substantial contribution to the solution of critical education problems to all or several states.

Two (2) projects were funded under this amendment in Delaware and are reviewed in this section.

De La Warr School District

HUMAN RELATIONS CENTER (USOE Commissioner Funds)

SUPERINTENDENT
Mr. Laurence Hopp
De La Warr School District
Chase Ave., Garfield Park
New Castle, Delaware 19720
(Former: Dr. Harry O. Eisenberg)

PROJECT DIRECTOR
Mr. Victor W. Smith

PROJECT AREA
De La Warr School District

OBJECTIVES
- To help students at the elementary level to develop a better self-image and a respect for the rights of others.
- To give students guidance at the elementary level in coping with personal problems.
- To improve human relations by establishing meaningful dialogue between students of different ethnic backgrounds.
- To establish meaningful dialogue between the adult residents of the De La Warr community.

ACTIVITIES
Using DUSO materials at elementary level; film presentations with follow-up discussion; visits to class by resource persons; role playing activities; student Human Relations workshops.

PROJECT PERSONNEL
Project Director
Elementary Guidance Counselor
Project Teachers
Project Aides (2)
Secretaries

USOE COMMISSIONER FUNDS
(15% Discretionary Funds)
fy72 - $66,185
fy73 - $66,185
fy74 - $67,144

STUDENTS BENEFITED
Grades K-12...800

The De La Warr Human Relations Center is divided into two components: (1) elementary guidance and (2) contemporary urban problems.

The elementary guidance component is designed to help pupils in grade 1 at the Minquadale Elementary School to build a better self-image and to develop a more wholesome attitude toward themselves and others. Professional guidance service is made available. Psychological instruments, developed by Dr. Don Dinkmeyer of De Paul University, called DUSO (Developing Understanding of Self and Others), are used to help the child become more aware of the relationships between himself, other people, and his needs and goals. Through DUSO, the child is helped to develop a sensitivity to the casual, purposive, and consequential nature of his behavior.

The contemporary urban problems course is offered on a semester basis to students in grades 9-12. The objective of this component is to improve human relations by establishing meaningful dialogue between the students of different ethnic backgrounds. The course is so structured that topics for discussion and the time allotted to each are mutually agreed upon by the students and teacher. Discussions are intended to be student centered.

Marshallton-McKean School District

NORMALIZATION IN SPECIAL EDUCATION FOR THE INTERMEDIATE GRADES (USOE Commissioner Funds)

SUPERINTENDENT
Dr. Richard A. Linett
Marshallton-McKean School Dist.
1703 School Lane
Wilmington, Delaware 19808

PROJECT DIRECTOR
Mr. Fred D. Boyer

PROJECT COORDINATOR
Mr. Rudy Sauer

PROJECT AREA
Marshallton Elementary School

OBJECTIVE
To close the gap between the special education child and the child in the regular classroom.

ACTIVITIES
Learning Center referrals; field trips; tutoring; contingency management

PROJECT PERSONNEL
Project Director
Project Coordinator
Special Education Teacher
Paraprofessionals (3)

USOE COMMISSIONER FUNDS
(15% Discretionary Funds)
fy72 - $11,680
fy73 - $11,680
fy74 - $11,953

STUDENTS BENEFITED
Grades 5-6...45

The goal of this project is to close the gap between the special education child and the child in the regular classroom and to make successful students of those whose repeated failures have been identified as requiring special instructional conditions.

In this program, special education children return to regular classes. A learning center was established within the school where any child, regardless of classification, could be given individual help upon referral by classroom teachers. Within the center, children are tutored on a one-to-one basis and in small groups. Contingency management and precision teaching techniques are used as teaching tools in the center.

Daily graphs on the progress of each child are kept. In this way, the tutor can tell whether the approach being used is effective. Should the graph show no increase in the desired learning, the curriculum, tutor, or reinforcement may be changed. One special learning center teacher and three aides work in the center.

Featured activities of the center beyond the basic tutoring program are career-oriented field trips and numerous parent-teacher, teacher teams, and teacher-consultant conferences.

PART III

ESEA TITLE III TERMINATED PROJECTS

ESEA TITLE III TERMINATED PROJECTS

What happens when a Title III project terminates? Hopefully, the project had a great enough impact on the school community to foster further educational advances.

Delaware has had thirty-two (32) Title III projects terminate. What advances have been made? An inventory was made by interview to ascertain this information. Limitations as to this single strategy are freely admitted. Documentation may be used for further reference.

Less apparent and more subtle advances are in the area of teacher inservice education. Where school district boards and superintendents have caught the entrepreneurial spirit of teachers and their project directors, they have opened themselves to change and all the risks associated with it. Teachers are taking their inservice problems to the professors who are on the forefront of change. Students catch the excitement.

Planning grants in the initial projects, funded directly by the U. S. Office of Education, enabled the school district decision-makers to reach out for human and physical capital inputs in the form of the researcher, the specialist, their programs, tools, and equipment. Just the effort to identify these inputs was tremendous. Teachers opened themselves and their classrooms to learn new concepts, applied technology and problem-solving disciplines of inquiry.

Some problems were solved. New problems were identified. Development capital induces tension with the system, as does any effort to find better methods. This was especially true when suspension bridges to progress seemed more like footbridges for the venturesome few. Initial proposals for change had to be coaxed out, especially in contrast to the bulk of competitive bidding for the latest Title III projects. Interest in the application for projects has increased in almost geometric proportion.

All that is new is not necessarily a benefit to boys and girls. Measures to validate the project need to be found. Adaptions of validated programs can be effected much more efficiently. All this is projected by those close to banks of accumulated information.

If this inventory of educational advances stimulates further inquiry, additions, deletions, and/or corrections, it will have served its purpose. Comments are welcome. Search for communication linkage is continuous. The linkage is strong only if the school community, the state, and nation see their efforts in relationship to each other.

Zeal for this effort led one state to feature the caption, "Old Projects Never Die." Realistically, some project phases do "fade away;" however, Delaware can say this, "All projects have had impact and continue to be supported by the school community in part, if not in whole."

Alexis I. duPont School District

EFFECTIVE LIVING (Terminated)

SUPERINTENDENT
Dr. James B. Pugh
Alexis I. duPont School Dist.
100 Hillside Road
Greenville, Delaware 19807

PROJECT DIRECTOR
Mr. Sidney B. Collison

PROJECT AREA
Alexis I. duPont School Dist.

OBJECTIVES
- To identify specific body organs and describe their functions.
- To demonstrate a greater degree of self-respect.
- To demonstrate skill in decision-making.

ACTIVITIES
Student centered laboratory experiences; teacher demonstrations; health resource persons; small group discussion

PROJECT PERSONNEL
None - Implemented by the regular classroom teacher

ESEA TITLE III GRANTS
fy71 - $9,400
fy72 - $7,500
fy73 - $5,000

STUDENTS BENEFITED
Grades 1-7...1,600

PROGRAM RETENTION
100% Continuance

Teacher guides and student materials have been developed for each grade level (grades 1-7). Suitcase kits containing print, non-print, and models have been developed for each unit.

Each unit has been constructed around a central theme and has been developed for a high degree of pupil involvement. This is accomplished through a variety of pupil activities.

A variety of systems are used for implementation. This depends on the size of the school and the individual's teaching style. While some teachers work from a self-contained setting, others are team teaching. Summer workshops are used to develop the materials. Specialists from within the district as well as outside agencies assist the classroom teacher in writing units, selecting materials, and the development of evaluation systems.

Evaluation Findings
- Results of pre and post tests given to all project students indicated that overall achievement in factual information moved from 45% to 89%.
- Young students can cope with sophisticated terminology and tools of technology.
- Teachers demonstrated carryover of teaching methodology from the health program to other instructional areas.
- Xerox has accepted the units for dissemination, both print and micro-film.

Alfred I. duPont School District

PERFORMANCE EVALUATION (Terminated)

SUPERINTENDENT
Dr. Carroll W. Biggs
Alfred I. duPont School Dist.
4 Mt. Lebanon Road
Wilmington, Delaware 19803

PROJECT DIRECTOR
Mr. Frank Nejako

PROJECT AREA
Alfred I. duPont School Dist.

OBJECTIVES
- To perfect adequate performance objectives for each subject discipline.
- To complete the assessment task devices that measure performance objectives.
- To design the reporting forms necessary to manage the performance evaluation system.
- To conduct the necessary public relations and communications with students, parents, employers and colleges.

ACTIVITIES
Seven courses used performance evaluation during the 1972-73 school year. Other courses were added as they were ready. It is expected that all courses will be using performance evaluation by the 1974-75 school year.

PROJECT PERSONNEL
Project Director
Teachers involved in writing program (24)
Counseling staff (4)
Consultant

ESEA TITLE III GRANT
fy73 - $12,000

STUDENTS BENEFITED
Grades 10-12...1,380

PROGRAM RETENTION
100% Continuance

The staff of Concord High School is in the process of establishing a new evaluation system based on criterion-referenced measurement. Under the new system, each course will be established on performance-based objectives with means of determining when students have reached these objectives. There are two major parts of the new evaluation system: (1) Formative and (2) Summative. The formative evaluation provides for periodic checks which will indicate the progress of each student in meeting the objective of each course. The summative evaluation summarizes the work for the entire course.

The summative evaluation is designed to award credit for achievement on two levels, plus an additional accomplishment/service category that is highly selective. The basic achievement level, called "sufficiency," denotes that the student has achieved or acquired the necessary skills and concepts to meet course standards. The "proficiency" level signifies a demonstration of advanced skills and understanding of advanced concepts. The third category, "mastery," requires performance at the proficiency level, plus consistent application of advanced skills and concepts. The "mastery" level is for the highly motivated student, since it requires a commitment of time and effort. This will necessarily limit the number of "mastery" ratings a student can obtain.

The year following termination has seen the performance evaluation system expanded to almost every instructional unit in the school. A poll reflecting student opinion of the new grading system is now in process.

Total school implementation is planned for September of 1974 with September of 1975 as an alternate date.

The district requested and received one year of funding to complete the planning and initial installation.

Evaluation Findings
- Seven courses initiated performance evaluation during FY 1973.
- All courses made progress toward implementation and a model reporting form was designed.
- Of 100 colleges investigated, 58 stated the new system would create no problems for graduates seeking admission; 30 stated they would rely more on other information; and 12 stated some difficulty might be encountered. In no case was an absolute refusal indicated.
- Parents and students have not been critical in more than a few isolated cases.

Appoquinimink School District

OPERATION PRE-DROPOUT (Terminated)

SUPERINTENDENT
Mr. William B. Keene
Appoquinimink School Dist.
Main Street, Box 306
Odessa, Delaware 19730

PROJECT DIRECTOR
Mrs. Sadie Keen

PROJECT AREA
Appoquinimink School Dist.

OBJECTIVES
- To develop and put into operation within a school district a procedure which will identify in elementary school (grades 1-4) children who are high risk candidates for dropping out of school before graduation.
- To institute guidance procedures which will identify specific areas of concern for specific children.
- To establish procedures whereby findings will be used in conjunction with the modification and/or extension of school practices.

ACTIVITIES
Organizing of archival data from cumulative folders; teacher training regarding "dropout" factors and data gathering; extension of guidance program.

PROJECT PERSONNEL
Project Director
Guidance Counselor
Research, Planning, Program Dev. and Eval. Specialist
Clerk/Statistical
Secretary

ESEA TITLE III GRANTS
fy71 - $3,172
fy72 - $3,172
fy73 - $3,200

STUDENTS BENEFITED
Grades K-12...1,372

PROGRAM RETENTION
100% Continuance

Operation Pre-Dropout is an elementary and middle school guidance program involving all teachers, the school nurse, social worker, and psychologist as well as the guidance counselor. It operates in the Middletown, Odessa, and Townsend Elementary Schools and in the L. L. Redding Middle School. The Middletown High School is involved to the extent that validation data on the procedures developed, the Appoquinimink Potential Dropout Scale (APDOS), are gathered and studied annually.

During the first year of this project, a Svan-type scale for gathering and recording data from cumulative folders was adapted and modified for local use. The factors associated with dropping out of school were identified. Interviews with a small group of identified potential dropouts who stayed in school and graduated, resulted in the identification of factors associated with staying in school.

During the second year, the scale was revised to include both positive and negative factors, and school personnel were trained to gather and interpret these data. A handbook and slide presentation were developed in conjunction with this.

Data on the APDOS were used as major input to the committee working on modification of school practices. New extended guidance practices were field tested and a second slide-tape presentation dealing with broad implications of APDOS factors was prepared. In keeping with a changed focus, the name of the scale was changed from Appoquinimink Pre-Dropout Scale (APDOS) to Appoquinimink Prognostic Data Scale (APDS).

Evaluation Findings
- Dropout prevention programs throughout the State have used the scale in selecting students for remedial type programs and for special guidance procedures.

Note: Data should be kept to measure the effectiveness of the instrument in pointing out potential dropouts and reducing the number of dropouts. A study cannot be completed until those cases itemized reach the age of school withdrawal.

Appoquinimink School District

A PILOT PROGRAM IN OCCUPATIONAL SCIENCE (Terminated)

SUPERINTENDENT
Mr. William B. Keene
Appoquinimink School Dist.
Main St., Box 306
Odessa, Delaware 19730

PROJECT DIRECTOR
Mrs. Jacqueline W. Root

PROJECT AREA
Middletown High School
Appoquinimink School Dist.

OBJECTIVES
- To develop job entry skills.
- To familiarize students with basic science concepts.
- To provide students with some essential skills of living.

ACTIVITIES
Visits to industries; speakers; films; occupational kit development; junior achievement program.

PROJECT PERSONNEL
Project Director-Teacher
Classroom Aide

ESEA TITLE III GRANTS
fy71 - $25,000
fy72 - $20,000
fy73 - $21,500

STUDENTS BENEFITED
Grades 10-12...25

PROGRAM RETENTION
30% Continuance

The Occupational Science project copes with several problems: dropout rate, job holding inability of graduates, the questionable ability of some to complete graduation requirements, and the inadequate science knowledge of non-academic students. With limited personnel and resources, the district experimented with the single classroom approach to meet these needs and to prepare project students to cope successfully both in the marketplace and as citizens of the community.

An attractive, carpeted 24'x40' trailer is fitted as the learning environment. Learning materials include single-concept, individualized kits in selected, high interest science investigations, a series on basic craft fields, and job exploration skills. Programmed instruction units cover a wide range of subjects from drugs and sex education through job fields to basic specialized job skills and mechanics.

Course content in the project has included, in addition to science skills: job orientation, vocational English, an in-class experiment with a Junior Achievement Company, practice sessions in completing applications and performing simulated interviews, a unit on human reproduction, V.D. and drugs, and a study of consumer and taxpayer know-how. Teaching techniques minimized lectures and texts in favor of manipulative investigations, field trips, simulations, A-V materials and guest speakers.

Since project termination, much of the program is being carried under the auspices of the DECA program which has been recently installed in the district.

Evaluation Findings
- All 1973 students stayed in school, remedied credit deficiencies and graduated.
- 72% of the project students found jobs or enrolled in Delaware Technical & Community College.
- Students eventually learned to work together and respect tools, equipment and furnishings, most of which is attributed to the Junior Achievement component.

Caesar Rodney School District

ACTIVITY CENTERED MATH PROGRAM (Terminated)

SUPERINTENDENT
Mr. F. Niel Postlethwait
Caesar Rodney School Dist.
Old North Road, Box 188
Camden-Wyoming, Delaware 19934

PROJECT DIRECTOR
Mrs. Winifred B. Cooper

PROJECT AREA
Caesar Rodney School Dist.

OBJECTIVES
- To improve children's attitude towards learning mathematics.
- To improve children's computational skills.
- To improve problem-solving skills.
- To increase opportunities for students to discover the order, pattern and relations which are the very essence of mathematics activities.

ACTIVITIES
Workshops; inservice education

PROJECT PERSONNEL
Project Director
Teachers (25)
Secretary

ESEA TITLE III GRANTS
fy71 - $16,000
fy72 - $19,200
fy73 - $20,000

STUDENTS BENEFITED
Grades K-1...775

PROGRAM RETENTION
75% Continuance

The activity learning approach to mathematics fosters the discovery approach. The framework of the project is mainly in the form of activities from which children can make discoveries to increase their understanding of the subject.

In this project, the teacher is arranging and organizing a classroom to make it an exciting environment, with the freedom to move about, experiment and share manipulative devices, mathematical games and activity cards all geared to the individual needs of the child. Throughout the project, a plea is made for the close association of mathematics with the interests of particular children in their environment.

In their activities, the youngsters weigh and measure, draw and color, cut and paste, plan and build. Project work may take the children outside the classroom and even into the playground.

The teachers in the project have attended numerous workshops devoted to developing classroom activities.

Through these experiences, a balanced program has been achieved.

Evaluation Findings
- The experimental groups achieved at a more rapid rate than the control groups.
- The district is using a strong basal text in mathematics.
- District teachers indicate strong support for the project.
- The district extended the activity approach to level 2 during the 1973-74 school year.

Claymont School District

BEHAVIOR MODIFICATION (Terminated)

SUPERINTENDENT
Dr. Frank J. Furgele
Claymont School Dist.
Green Street
Claymont, Delaware 19703

PROJECT DIRECTOR
Mr. William F. Shaw
Phone: 302-798-1474, Ext. 75

PROJECT AREA
Claymont School Dist.

OBJECTIVES
- Train staff to become increasingly expert in Precision Teaching.
- Increase academic achievements and increase students' social behavior.
- Accelerate parent participation.
- Maintain a rigorous evaluation design.
- Develop teacher-made educational materials with emphasis on errorless discrimination and sequential learning.

ACTIVITIES
Training workshops; parent training sessions; peer group tutoring; cross age teaching; behavior modification techniques.

PROJECT PERSONNEL
Project Director
Teacher-Aides (7)
Teachers (11)

ESEA TITLE III GRANTS
fy71 - $16,500
fy72 - $25,000
fy73 - $28,000

STUDENTS BENEFITED
Grades 1-6...382

PROGRAM RETENTION
65% Continuance

This project is a continuing and systematic effort to apply modern learning principles to achieve student academic and social progress through the blending of technology and therapy. Teachers, aides, and parents are offered training and counseling in behavioral strategies. The program is based on the assumption that every child can do better if given improved materials and motivation systems.

A form of precision teaching commonly called behavior modification is applied immediately, consistently, and later intermittently following desired behavior and task accomplishment.

Project focus is primarily upon regular students to improve achievement through persistence and correctness. However, children with exceptional needs are also sampled in the project, including the brightest.

Improving pupil self-concept is a high priority curricular task. Youngsters enjoy developing scrapbooks about themselves - "Who am I?". Teacher-aides, parents, classmates, and the children themselves record positive statements. Positive eye and ear shotting techniques (teachers making positive statements to others overheard by youngsters) are used to reinforce self-image.

In brief, our program emphasizes the following: use of behavioral objectives, systematic use of positive reinforcements (tokens, privileges, praise, contracts) to build desirable academic and social skills, development and use of cues to influence achievement, continual and objective data collection to evaluate and guide further effort, design and development of teacher-made learning materials based on behavior principles, participation of parents in the program through evening instructional sessions and counseling. A parent handbook, "Changing Children's Behavior," cassette tapes and slide presentations, and video tapes have been developed.

Evaluation Findings
- All objectives were met or exceeded.
- On standardized assessment devices, specially prepared achievement tests, and individual behavior change charts, students showed substantial gains.
- 78% of special education children displayed academic growth in reading, spelling, and arithmetic in excess of the one year growth target.
- Social behavior problems were reduced after year two and continued at a minimal level.

Conrad Area School District

MATHEMATICS INQUIRY IN THE CONRAD AREA (Terminated)

SUPERINTENDENT
Mr. Leon B. Elder
Conrad Area School Dist.
99 Middleboro Road
Wilmington, Delaware 19804

PROJECT DIRECTOR
Dr. Richard R. Koch

PROJECT AREA
Conrad Area School Dist.

OBJECTIVE
- To improve student attitudes, understandings and skills, including perception of patterns.

ACTIVITIES
Classroom instruction; small groups; listening stations; open-ended units; manipulative materials; remediation; estimation; data collection; graphing; workshops for teachers.

PROJECT PERSONNEL
Project Director
Asst. Project Director
Secretary
Aides

ESEA TITLE III GRANTS
fy71 - $40,000
fy72 - $39,000
fy73 - $39,500

STUDENTS BENEFITED
Grades K-8...1,400

PROGRAM RETENTION
85% Continuance

MICA is aimed at strengthening mathematics instruction through use of a variety of materials that are used or manipulated by the children. The total number of participants (K-8) served directly by teachers trained in workshops is 1,400 with effects indirectly affecting several hundred others.

By use of listening stations, children have the opportunity to obtain drill and reinforcement without utilizing the time of the rest of the class. Through listening stations, independently directed activity cards, or other instructional aids, students can receive either remedial attention or enrichment activities. Students are encouraged to estimate, collect data, measure, and graph results.

Various games allow students to receive appropriate reinforcement in a more positive teaching situation. Diagnostic tests and kits for diagnosis, reinforcement, and remediation are also used.

Through use of hands-on devices such as abaci, Cuisenaire rods, or multi-base blocks, students are able to develop concepts of place value, "carrying," "borrowing," used in addition or subtraction. Classification with sets of objects becomes more meaningful when using attribute blocks.

Products of the project are: evaluation reports, numerous instructional units, a list of suggested terminal objectives for mathematics instruction by grade level, and suggested learning games and activities.

Evaluation Findings
- The MICA workshop was effective in influencing teachers to learn and use new methods and materials. Evidence was seen in analysis of pre and post measures in the workshop as well as in tabulations of frequency of such use.
- The increase in number of students to attain stated behavioral objectives was impressive.
- Evidence regarding improved student ability to recognize patterns was conclusive.
- Standardized achievement measures did show improvement.

Indian River School District

THE MOBILE TEACHER (Terminated)

SUPERINTENDENT
Mr. James M. Proudfoot
Indian River School Dist.
R.D.#2, Box 236
Frankford, Delaware 19945

PROJECT DIRECTOR
Mr. Donald L. Ward

PROJECT AREA
Indian River School Dist.

OBJECTIVES
- Sixth grade students will increase one grade level in science and social studies achievement on a nationally-standardized test, and 20% on teacher-made tests.
- Teachers will demonstrate a variety of teaching techniques and strategies.

ACTIVITIES
Workshops (summer-inservice); unit development

PROJECT PERSONNEL
Project Director
Project Teachers (8)

ESEA TITLE III GRANTS
fy71 - $13,000
fy72 - $15,000
fy73 - $10,000

STUDENTS BENEFITED
Grade 6...525

PROGRAM RETENTION
60% Continuance

The Mobile Teacher program is built around the basic concept of rotating and specializing the 6th grade teachers of science and social studies in the Indian River School District.

Extensive materials and equipment have been purchased to assist teachers with their specialized units. Summer inservice programs have been held to assist the teachers develop comprehensive unit plans.

Inservice workshops were held during the school year to provide for unit revision. Self-evaluation is accomplished through a program of video taping.

Because of problems arising from the distance involved in teacher travel, the teacher rotation has been discontinued since the termination of federal funds. It is still believed that this concept can enhance the content areas involved, especially in districts where teachers do not have to travel such extreme distances.

Materials and units are still being rotated to give each teacher the opportunity to develop as comprehensive a unit as possible.

Evaluation Findings
- Students increased their science and social studies skills but not to the extent anticipated.
- The original evaluation strategy was found to be lacking in validity due to in-house factors such as a change in test forms and the lack of a true control group.
- Overall data indicates inconclusive results.

Lake Forest School District

DECISION MAKING THROUGH INQUIRY (Terminated)

SUPERINTENDENT
Mr. Albert W. Adams
Lake Forest School Dist.
Dorman Street
Harrington, Delaware 19952

PROJECT DIRECTOR
Mr. Sol Markowitz

PROJECT AREA
Lake Forest School Dist.

OBJECTIVES
- To improve teachers' competencies in methods and techniques of inquiry.
- To improve students' skills of inquiry.

ACTIVITIES
Teacher training sessions; supervised implementation of inquiry techniques

PROJECT PERSONNEL
Project Director
Asst. Project Director
Teachers (40)

ESEA TITLE III GRANTS
fy72 - $10,000*
fy73 - $ 7,000

STUDENTS BENEFITED
Grades 3-6...1,115

PROGRAM RETENTION
75% Continuance

The inquiry approach to social studies employs methods and techniques much different from those employed in traditional social studies where fact memorization and using a single text was the central feature. The inquiry approach will help the student validate his views through self-testing and consulting the ideas of others. In pursuing this purpose, teachers use multi-learning resources and involve the pupils not as mere listeners and recipients of facts but as active participants in the process of evolving concepts, formulating generalizations, developing skills, and examining values.

Project funds have been used primarily to organize and conduct training sessions for teachers of social studies in grades 3-6 and for the purchase of equipment and instructional materials needed to implement the program.

As a result of this project, the social studies curriculum in the elementary schools has been revised so that the inquiry approach is now a central feature of all social studies instruction.

Evaluation Findings
- Pupils made significant gains in the use of inquiry skills.
- A deliberate attempt to improve inquiry skills of elementary school pupils can be effective.

* Part of Mt. Pleasant School District's grant

Mount Pleasant School District

DECISION MAKING THROUGH INQUIRY (Terminated)

SUPERINTENDENT
Dr. Jack V. Irion
Mount Pleasant School Dist.
Washington St. Ext. & Marsh Rd.
Wilmington, Delaware 19809

PROJECT DIRECTOR
Mrs. Lucille Sherman

PROJECT AREA
Mount Pleasant School Dist.

OBJECTIVE
- To stimulate social studies teachers and students to develop methods and techniques of inquiry.

ACTIVITIES
On-site and in-class examinations or artifacts with varied planned demonstrations and personal experience sessions.

PROJECT PERSONNEL
Project Director
Materials Distribution Specialist
Clerk-typist

ESEA TITLE III GRANTS
fy71 - $30,000
fy72 - $24,000
fy73 - $22,000

STUDENTS BENEFITED
Grades K-12...5,621

PROGRAM RETENTION
100% Continuance

Decision Making Through Inquiry is a social studies program in which students learn to identify, analyze and interpret data through a variety of materials and activities. These skills will help them be able to make rational decisions and thus be better citizens.

Grant funds have been spent in obtaining teachers' released time for workshops in the inquiry method and for the assembly of multi-culture artifact collections.

With the cooperation of the staff of the Eleutherian Mills - Hagley Foundation, the Historical Society of Delaware, and the University of Delaware, our students use artifacts and other primary source materials to develop, analyze and interpret data. The life-styles of man in other cultures and in centuries past become real and meaningful.

This approach to learning is part of an ongoing process of social studies curriculum development and revision in the Mount Pleasant School District.

Evaluation Findings
- A positive attitude toward learning was demonstrated by students.
- All units have been incorporated into the district social studies program.
- Experimental group students' unit scores were considerably higher than those of the control group.
- Workshop participants placed a high degree of value and applicability on the new curriculum activities.

New Castle-Gunning Bedford School District

ENVIRONMENTAL LABORATORY (Terminated)

SUPERINTENDENT
Mr. Joseph R. Kleckner
New Castle-Gunning Bedford
School Dist.
Blount Road
New Castle, Delaware 19720

PROJECT DIRECTOR
Mr. Hess G. Wilson

PROJECT AREA
Gunning Bedford Middle School

OBJECTIVE
- To increase awareness and concern for environmental quality on the part of students and teachers through direct involvement in the study of natural and disturbed habitats.

ACTIVITIES
Fall, winter, spring - indoor coupled with outdoor classroom study activities; summer teacher institutes; inservice training in curriculum development, utilization, and evaluation

PROJECT PERSONNEL
Project Director
Project Coordinator

ESEA TITLE III GRANTS
fy71 - $17,000
fy72 - $21,500
fy73 - $25,000

STUDENTS BENEFITED
Grades K-12...10,000

PROGRAM RETENTION
100% Continuance

The Environmental Laboratory, a site of 165 acres, is composed of 57 acres of ground and facilities of the Gunning Bedford Middle School, 45 acres of leased land planted in crops, 40 acres of fields, and 11 acres of woodland sloping to 12 acres of marsh.

Student participation includes grades K-12. The relationships and interdependencies of all organisms (including man) with their environment and each other are studied stressing use of the five senses as the basic tools for learning. Levels of increasing difficulty incorporate a transition from observation and qualitative skills to quantitative studies designed to evaluate the effects of air, water, and solid waste pollution on natural and disturbed communities of the environment.

Field trips are conducted throughout the school year with specific emphases selected by participating teachers. Student studies are developed using outdoor curricula materials (K-12) designed to be an integral part of existing classroom curricula. Pre and post-field trip curriculum activities (K-6) are employed. Cassette tape and slide presentations are used to orient students to various aspects of the Environmental Laboratory site. Students develop basic environmental concepts by active examination of fields, hedgerows, woods, marsh, and stream communities.

This project, as one of Delaware's validated projects, is now assisting five local educational agencies in adopting various techniques and materials for use in their own schools through an inservice curriculum established by State ESEA Title III personnel and the State Supervisor of Science.

Evaluation Findings
- Total student participation during FY 1973 was 12,375.
- Forty-nine (49) teacher inservice meetings, 81 administrative meetings, and a workshop institute attended by 912 teachers were held duing FY 1973.
- Student response on an elective questionnaire indicated a 90% level of interest in program activities.
- Results of the SNSM Scale (Science, Nature, and Survival of Man) indicated increased interest of students in environmental problems.

Stanton School District

ESTABLISHING A DISTRICT EVALUATION MODEL (Terminated)

SUPERINTENDENT
Mr. George E. Glynn, Jr.
Stanton School District
1800 Limestone Road
Wilmington, Delaware 19804

PROJECT DIRECTOR
Mr. William P. Keim
Phone: 302-998-1271

PROJECT AREA
Stanton School Dist.

OBJECTIVES
- To design a model for systematic evaluation in the areas of communication, organizational patterns, and personalization of learning.
- To develop a model for systematic change and improvement of instruction.
- To set up an atmosphere for testing this model over the next several years.

ACTIVITIES
The district staff, community and students have met and developed goals. The project director has studied evaluation and change systems and has developed a model to be used by the district.

PROJECT PERSONNEL
Project Director
Secretary

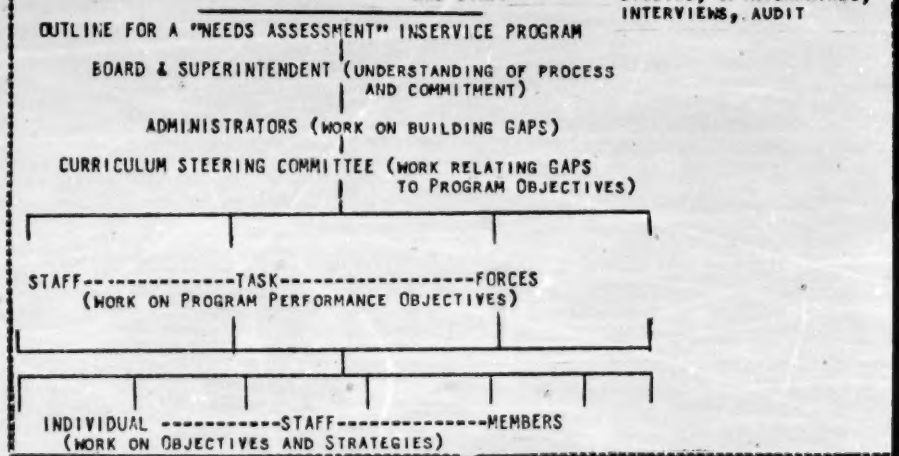
ESEA TITLE III GRANT
fy73 - $17,000

STUDENTS BENEFITED
Grades 1-12...6,171

PROGRAM RETENTION
100% Continuance

When the project director started his development of an evaluation system, he found that the district was in need of an overall system of change. After studying several models and visiting several areas of the country, he has adapted a needs assessment program and overall planning system involving the following sequential pattern:

	STEPS	WHO	METHODS
1.	DECISION TO COMMIT DISTRICT TO PLAN, STARTING WITH A NEEDS ASSESSMENT.	SCHOOL BOARD SUPERINTENDENT	NEEDS ASSESSMENT WORKSHOP TO BE SURE PROCESS IS UNDERSTOOD
2.	DETERMINE GOALS FOR THE DISTRICT	COMMITTEE OF CITIZENS, STAFF & STUDENTS BOARD APPROVAL	OTHER GOALS STUDIES, OPINIONNAIRES, TIME-STUDIES, INTERVIEWS, SURVEYS, MEETINGS OF COMMITTEE
3.	DETERMINE GOALS PRIORITIES	STAFF, PUBLIC, STUDENTS	CARD-SORT, RANDOM REPRESENTATION
4.	DETERMINE GAPS BETWEEN WHAT IS AND WHAT OUGHT	STAFF, PUPILS, PUBLIC, BOARD	USE ALL OF DATA IN STEPS 2 AND 3 TO ARRIVE AT DECISIONS
*5.	RELATE GAPS TO PROGRAMS DETERMINE GENERAL OBJECTIVES	INTERDISCIPLINARY STAFF TEAM	TASK-FORCE APPROACH, SPECIAL GROUP TO DO JOB AND THEN DISBAND
6.	DEVELOP PROGRAM PERFORMANCE OBJECTIVES, BASED UPON GENERAL OBJECTIVES	CURRICULUM TASK FORCE COMMITTEES, AND/OR BUILDING COMMITTEES	SPECIFIC MEETINGS (STEP 6 AND STEP 7 CAN BE DONE TOGETHER.)
7.	DETERMINE TEACHING STRATEGIES	COMBINATION OF ABOVE COMMITTEES AND INDIVIDUAL STAFF MEMBERS	UNIT PLANS BASED UPON PERFORMANCE OBJECTIVES
8.	BUDGET	BOARD, ADMINISTRATION, STAFF	PRIORITIES & BUDGETING SYSTEM BASED UPON GOAL PRIORITIES GAPS
9.	EVALUATION & FEEDBACK	ADMINISTRATION AND STAFF	TESTS, SURVEYS, TIME-STUDIES, OPINIONNAIRES, INTERVIEWS, AUDIT


OUTLINE FOR A "NEEDS ASSESSMENT" INSERVICE PROGRAM
BOARD & SUPERINTENDENT (UNDERSTANDING OF PROCESS AND COMMITMENT)
ADMINISTRATORS (WORK ON BUILDING GAPS)
CURRICULUM STEERING COMMITTEE (WORK RELATING GAPS TO PROGRAM OBJECTIVES)
STAFF----------TASK----------FORCES
(WORK ON PROGRAM PERFORMANCE OBJECTIVES)
INDIVIDUAL ----------STAFF----------MEMBERS
(WORK ON OBJECTIVES AND STRATEGIES)

45

Evaluation Findings
- A model educational appraisal system was developed and is now being used.

Wilmington School District

VISUAL IMAGERY (Terminated)

PERINTENDENT
Dr. Earl C. Jackson, Sr.
Wilmington School Dist.
14th & Washington Streets
Wilmington, Delaware 19801

PROJECT DIRECTOR
Mr. Major T. Hairston

PROJECT COORDINATOR
Mrs. Muriel F. Cooper

PROJECT AREA
Wilmington School Dist.

OBJECTIVE
- To improve the self-concept of culturally disadvantaged 4th and 5th grade students.

ACTIVITIES
Film-making; individual and group guidance film study

PROJECT PERSONNEL
Project Director
Project Coordinator
Psychologist
Secretary-Aide

ESEA TITLE III GRANTS
fy71 - $19,500
fy72 - $19,000
fy73 - $16,000

STUDENTS BENEFITED
Grades 4-5...184

PROGRAM RETENTION
85% Continuance

The Visual Imagery project at the Sarah W. Pyle Community School is an innovative program which uses the forceful art of film-making to improve the self-concept of culturally disadvantaged 4th and 5th grade students. An outstanding feature of the project is its built-in provisions for group guidance.

The totality of this many-faceted, multi-sensory art covers almost every school discipline. Students use the film media to examine, study, depict, evaluate and share cultural experiences. This dynamic approach is an excellent vehicle for promoting self-acceptance, self-motivation and achievement.

Role playing, creative expression, technical knowledge and group guidance constitute the basic approaches for achieving the project's objectives. Experimental and control groups, school attendance averages, and self-appraisal scores have been used to measure and evaluate students' self-concept improvement.

The program is now operating exactly as it did during its funded years except that a secretary-aide is no longer employed and summer sessions have been curtailed.

Evaluation Findings
- Data on Piers-Harris Scale revealed that the expermental group made substantially greater gains in positive self-regard than the control group children (significant at the .05 level).
- Charts listing student participation support the growth of student self-confidence.
- Attendance average of project children exceeded the school's average by 2%.
- Incidents of disruptive behavior were reduced.
- Although no effort was made to control it, speech problems went unnoticed in student films.

ESEA TITLE III TERMINATED PROJECTS
(PRIOR TO FISCAL YEAR 1973)

District	Project Title	Contact Person	Subject Area	Funding Levels	% Continuance
Alfred I. duPont 4 Mt. Lebanon Rd. Wilmington, De. 19803	Project Child	Dr. Donald Farrar	Special Ed.	fy67 - $51,126 fy68 - $83,488 fy69 - $63,000 fy70 - $60,519	100%
Capital 945 Forrest St. Dover, De. 19901	Educational Development Through Technology	Robert Hall	Mathematics-Media	fy67 -$158,900 fy68 -$224,674 fy69 -$242,250 fy70 -$ 56,203	25%
Capital 945 Forrest St. Dover, De. 19901	Performing Arts	Dr. Edward Powell	Cultural Resources	fy67 -$ 80,321 fy68 -$127,910 fy69 -$106,061 fy70 -$ 69,644	25%
Marshallton-McKean 1703 School Lane Wilmington, De. 19808	Mobilizing and Coordinating School and Community Resources	Fred Boyer	Curriculum Development	fy68 - $67,811 fy69 - $75,500 fy70 - $46,675	80%
Marshallton-McKean 1703 School Lane Wilmington, De. 19808	Normalization in Special Education	Rudolf Sauer	Special Ed.	fy70 - $36,515 fy71 - $33,413 fy72 - $30,000	80%
Milford 906 Lakeview Ave. Milford, De. 19963	The Sea Beside Us	Carol Watling	Environmental Ed.	fy69 - $33,990 fy70 - $40,000 fy71 - $44,000 fy72 - $38,795	150%
Newark 83 East Main St. Newark, De. 19711	Experimental Educational Environment	Willis Proctor	Special Ed.	fy70 - $27,500 fy71 - $30,000 fy72 - $22,000	20%
Newark 83 East Main St. Newark, De. 19711	Modified Staffing for the Education of the Deaf	Ray Honicomb	Special Ed.	fy70 - $32,800 fy71 - $32,971 fy72 - $15,000	20%
Newark 83 East Main St. Newark, De. 19711	Open Access School in Servicenter (OASIS)	Helmut Bab	Curriculum Development	fy70 -$123,286 fy71 -$ 59,9[illegible] fy72 -$ 3[illegible]	

Newark 83 East Main St. Newark, De. 19711	Outdoor Laboratory	Catherine Bonney	Environmental Ed.	fy67 - $25,957 fy68 - $24,232 fy69 - $24,200	100%
Newark 83 East Main St. Newark, De. 19711	Sequences of Success	Nelson Friedly	Curriculum Development	fy67 - $ 9,054 fy68 - $43,175 fy69 - $44,145	75%
Seaford Delaware Place Seaford, De. 19973	Reading Teaching Training Centers	John Royal	Reading	fy70 - $[illegible] 000 fy71 - $45,0[illegible] fy72 - $39,000	50%
Stanton 1800 Limestone Rd. Wilmington, De. 19804	Eclectic Reading	Edward Hagarty	Reading	fy67 - $24,339 fy68 - $11,641 fy69 - $ 7,074	50%
Stanton 1800 Limestone Rd. Wilmington, De. 19804	Keyboard Experiences	Robert Cathcart	Music	fy67 - $19,225 fy68 - $12,533 fy69 - $ 5,881	85%
Stanton 1800 Limestone Rd. Wilmington, De. 19804	A New Design for Secondary Excellence	Dr. John Jenny	Curriculum Development	fy67 - $69,040 fy68 - $97,762 fy69 - $55,700	100%
Sussex County Vocational-Technical P.O. Box 351 Georgetown, De. 19947	Driver Education Simulation Laboratory	Frank Jelich (Dept. of Public Instruction, Dover, De. 19901)	Driver Ed.	fy68 - $24,978	100%
Wilmington 14th & Washington Sts. Wilmington, De. 19801	Diamond North Instructional Resource Center	Mina Thompson	Curriculum Materials Resource Ctr.	fy67 - $47,564	(Planning grant only)
Wilmington 14th & Washington Sts. Wilmington, De. 19801	Introduction to Work Careers	Dr. Earl Jackson	Career Ed.	fy68 - $65,878 fy69 - $94,608 fy70 - $88,664	10%
Woodbridge 307 Laws St. Bridgeville, De. 19950	Pilot Nature Center Program	Dr. Foster Flint	Environment and Science	fy67 - $16,148 fy68 - $51,619 fy69 - $45,727 fy70 - $17,477	35%

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STATE OF DELAWARE

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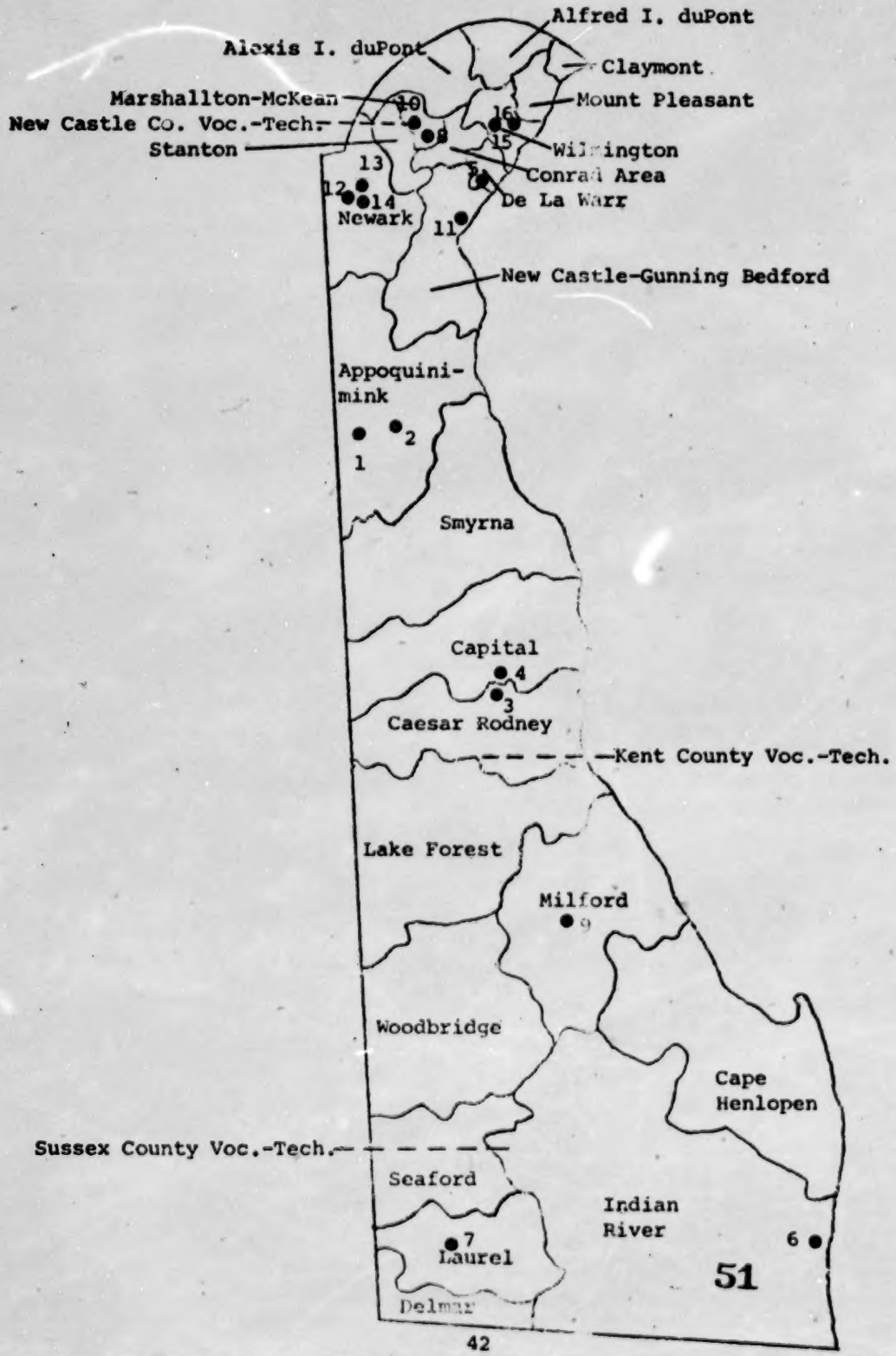
FY 1974



MAP KEY

ESEA TITLE III PROJECT SITES
FY 1974

Map Key	District	Project Title
1	Appoquinimink	Diagnostic-Prescriptive Specialist
2	Appoquinimink	Motivation and Change Through Simulation Games
3	Caesar Rodney	TREAT - Travel and Research for the Exceptional Academically Talented
4	Capital	Establishing a Developmental Curriculum for the Orthopedically Handicapped
5	De La Warr	Developmental Guidance: Prevention Replaces Correction
6	Indian River	Project AID
7	Laurel	Tutorial Helper Principle Program
8	Marshallton-McKean	Field Experiences for the Academically Talented and/or Motivated
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10	New Castle County Vocational-Technical	RACE - Reading to Advance Career Excellence
11	New Castle-Gunning Bedford	Demonstration-Laboratory Classroom
12	Newark	Career Education: A Multidisciplinary Approach Utilizing CATV
13	Newark	Delaware Reading Center
14	Newark	Living Studies Center
15	Wilmington	Parent Early Education Center
16	Wilmington	School and Community Adjustment Program

ON-SITE VISITATION REQUEST FORM

TO: ESEA Title III Office
Delaware Department of Public Instruction
Townsend Building
Dover, Delaware 19901

SUBJECT: ESEA Title III Project Visitation

I am interested in visiting the following ESEA Title III project(s):

_____

_____

_____

_____

_____

_____

Please arrange an on-site visit for me on the following date(s):

_____ _____

_____ _____

_____ _____

I look forward to hearing from you at your earliest opportunity.

_____
(Name)

_____

_____

_____
(Address)

_____ _____
(Phone)